

Questions and Answers
Fall Directors' Workshop (Webcast)
October 30, 2006

Q-1	Schoolwide Title I Buildings - When does an external coach need to return to plan a new updated program, if ever?
A-1	<p>The legislation requires that the Schoolwide Title I plan is reviewed and revised annually—based on an annual, comprehensive needs assessment. The legislation does not state that the external coach must be part of the review.</p> <ol style="list-style-type: none"> (1) Section 200.26(c) of the Title I Final Regulation states: A school operating a schoolwide program must-- Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
Q-2	Since a principal's job never ends, please describe a situation in which a principal may be funded for Title I activities.
A-2	<p>Some Local Educational Agencies (LEAs), districts or schools may have limited personnel to facilitate the many planning, budgeting and recording responsibilities for the Title I programs. A portion of the principal's salary can be paid for providing specific program services. For example, the principal may work with implementing the Title I Program; coordinating Title I staff and regular staff consultation; other duties to manage the effective implementation of the program; or preparing reporting documents as required. In this situation, the principal might work at a different location for a couple of hours each week in order to complete those needed applications and reports.</p> <p>Please remember that a principal may be paid with Title I, Part A funds only if <u>all three</u> of the criteria are met:</p> <ol style="list-style-type: none"> 1. <i>Documentation exists that Board action shows that the position as principal is not full-time; and</i> 2. <i>Documentation exists that states the specific activity is a Title I activity and not those actions that are typical of a principal's role involving talk with students, parents, etc., during the time of working on Title I activities; and</i> 3. <i>Documentation exists that includes a time log of all activities charged to Title I, and that this documentation is maintained for single audit purposes.</i>
Q-3	Can Title I funds be given to private non-profit schools (PNP) so that they

	can decide on how to spend their money?
A-3	No, public school funds cannot be given directly to private non-profit schools for services. Eligible students attending these schools may receive services through collaborative planning and consultation with the public school district, which serves as the fiduciary of the Title I funds.
Q-4	Can Title I schoolwide schools service all students or only those students who are scoring below grade level on assessments?
A-4	Title I schoolwide programs are initiatives that seek to reform total instructional programs in core subject areas. Usually, program designs include some projects that facilitate learning for all students, such as technology programs, integrated language arts instruction programs, etc. In addition to these initiatives, schoolwide plans must address opportunities for students most at risk of failing state core academic standards, to receive direct assistance. This might include small groups or one-on-one tutorial services. These services are a “safety net” for those children most at risk of not achieving these goals.
Q-5	Subgroups 30 or more students at grade level – or per building. We were scored per building. Why?
A-5	For questions about AYP subgroups, contact Paul Bielawski in the Office of Educational Assessment and Accountability at 517-373-1342.
Q-6	If my district was identified for improvement last year, is it still identified based on the new definitions?
A-6	Yes, because a district must make AYP for two consecutive years to no longer be identified for improvement.
Q-7	What are the consequences for a non-Title I school, grades 6-8 not making AYP?
A-7	Refer to Dr. Jeremy Hughes’ memo. (See Handout 3, “Consequences for Non-Title I Schools Not Making AYP”.)
Q-8	What needs to be put into paraprofessional logs?
A-8	The paraprofessional must record 100% of his or her time identifying program services provided. This is a federal requirement and subject to audit.
Q-9	Certification – What type of log is needed for staff paid by Title I, Part A and Section 31a?
A-9	If the staff member is paid 100% by the Title I, Part A program, there must be bi-annual certification documentation or a schedule of time spent in the funded program. This is a federal audit requirement. If the staff member is funded by more than one source, time logs must be maintained.
Q-10	If a school is Targeted Assistance, can the reading support teacher work with all students in small groups?
A-10	No, in a Targeted Assistance school, the Title I reading support teacher can only work with those students who are identified at risk of failing to meet

	state academic standards.
Q-11	When will districts hear if they've been selected for an On Site Review?
A-11	Field Services consultants have submitted their plans for conducting On Site Reviews to our managers. If you are slated for an On Site Review (OSR), you should be hearing from your assigned consultant during the first semester. Our plan is to conduct these reviews during the second semester (January-April/May of 2007). If you have questions about our schedule, please contact our unit at 517-373-4588.
Q-12	When will MDE require a summary of a needs assessment in grant applications?
A-12	A summary of the needs assessment will be required in its preliminary form in the Consolidated Application starting with the grant applications in 2007-08. Currently the needs assessment is required and should be available for review if the Field Services consultant or others request it. Any school or district involved in an audit or On Site visit can expect to be asked for a copy of their needs assessment. The needs assessment is the foundation tool for your school improvement plan. (The Office of School Improvement is working on a Needs Assessment document aligned to the School Improvement Framework. This will become the required document when this process is fully implemented.)
Q-13	Will audits cover the 2006-07 school year? Other years?
A-13	We are notified of the audit period when the audit is scheduled. Most federal audits cover a two-year period. An audit conducted during 2006-07 will cover this current year as well as 2005-06.
Q-14	Do you have an estimate on when districts will know if they've been chosen for a federal audit?
A-14	MDE will notify districts as soon as MDE has been contacted by the USDOE.
Q-15	What type of information from a district's needs assessment will be expected to be entered into the 2007-08 consolidated application?
A-15	The district will need to report a summary of the findings of a needs assessment in sufficient detail to allow a review of the school or district improvement plan and proposed expenditures for consistency with the needs assessment. It will include three to five areas of greatest need as identified by the needs assessment process.
Q-16	If our contract just added merit pay, may the district pay this merit pay entirely with Title II, Part A funds?
A-16	Merit pay in Title II, Part A is addressed by the October 5, 2006, guidance E. Local Use of Funds, number 5. <i>Instituting merit pay programs, tenure reform, financial incentives, special mentoring help, and other means to: (a) make teaching in the district attractive to mid-career professionals and others with special knowledge, skills, and enthusiasm, and (b) encourage the district's most effective teachers not only to stay in the district, but to teach in its highest-need schools.</i>

Q-17	Can Reading Recovery teachers be paid under Title II, Part A since their impact on students can be measured?
A-17	No, Title II, Part A does not include measured impact as a criterion. Review federal guidance for Title II on intent and purpose. The only teacher salaries allowable under Title II, Part A are class-size reduction teachers described in A-18.
Q-18	If Title II, Part A funds are used to reduce class size, how can the district demonstrate that the impact has been measurable on achievement? Does this mean we must compare the students with non-reduced classes over time? Is there another method of measuring achievement of the class size reduced students?
A-18	<p>In general, NCLB requires that class size reduction be based on a needs assessment and be researched based. Districts can justify class size reduction in a grade at a school based on the following generally accepted research:</p> <ol style="list-style-type: none"> 1. CSR occurs in grades K-3. 2. The students are at risk of achievement failure. 3. CSR is sustained over time for a cohort. 4. Class size is reduced to 17 students. 5. Instructional strategies are changed to be consistent with small class sizes. <p>The district may only use CSR in other situations if it has evidence that the strategy works to improve achievement. A comparison between groups may meet these criteria if carefully designed. The burden of proof rests with the district. (See Handout Title II, Part A for clarification.)</p>
Q-19	Would any student attending a class in a Title I building constitute "at risk"? (This question was asked regarding which students would qualify for class size reduction.)
A-19	<ol style="list-style-type: none"> 1. This question puts two programs in one question: In a Title I building, "at risk" is defined by the legislation if they are not achieving state academic standards. 2. Class size reduction funded by Title I is only allowable in a Title I schoolwide building. Class size reduction under Title II, Part A is discussed in the questions above.
Q-20	If you have a non-highly qualified substitute teacher in a non-Title I building, do you need to send a letter informing the parents of this substitute's status?
A-20	The requirements for notification pertains to Title I schools. The legislation does not address this requirement for non-Title I schools.
Q-21	If you have a non-highly qualified teacher in a Title I school, do you need to send a letter informing the parents of the teacher's status?
A-21	See Handout #23 from the Fall Directors' Workshop 10-30-06 for the sample notice sent to parents of the students attending a Title I school that are being taught for more than four (4) consecutive weeks by a non-highly

	qualified teacher.
Q-22	What must a district do if it has non-highly qualified teacher?
A-22	<p>There must be a set aside in the Consolidated Application for a plan to achieve highly qualified status for ALL required personnel (core content academic subjects). Please refer to Handout #1 (ESEA Legislation Pertinent to ALL Schools).</p> <p><i>Core academic subjects, as outlined in Title II, Part A legislation, are English, language arts, reading, science, mathematics, arts, foreign languages, government and civics, history, economics and geography.</i></p> <p>Use Title II, Part A funds to get all core, content area teachers highly qualified in non Title I schools. A 5% set aside is required from Title I, Part A if the issue is present in a Title I school. Information on how a specific teacher can become highly qualified can be obtained through MDE's Office of Professional Preparation (www.michigan.gov/opps). This website is full of useful resources to accomplish this end. The office's main number is 517-241-4410.</p>
Q-23	What parent involvement is required by Title II, Part A?
A-23	Parents must be included in the planning process.
Q-24	Our district has not changed its Annual Report format. Where do we find an outline of required elements?
A-24	Handout 26 of our workshop materials is composed of the memo from Dr. Jeremy Hughes, Deputy Superintendent of Public Instruction of MDE, which outlines the current requirements for Michigan's P.A. 25 mandated Annual Report and for the NCLB Act's requirements. Included in the memo is a checklist to be used to ensure that all required information is provided in the Annual Report.
Q-25	In the presentation, the date of October 15 was given as the deadline for the Annual Report to be disseminated to the public. Wasn't there a change in the date that requires annual reports to be disseminated prior to the start of the next school year? For example, the Annual Report for 2005-06 must be disseminated by the first day of school for the 2006-07 school year. What is the correct deadline?
A-25	<p>This report should be constructed when all data are available to school districts and be made available to the public on a timely basis. The federal requirement is to make the NCLB report card (Education Yes!) available before the beginning of the school year. MDE publicly posts the report on our website before the start of the school year.</p> <p>The P.A. 25 (Annual Report) requirement is that the report be available no later than October 15. The Annual Report includes information from the Education Yes! report card.</p>
Q-26	Where in the Section 31a legislation are reduced class size limits identified?
A-26	Class size reduction is discussed in sub-section 9 of the Section 31a

	legislation.
Q-27	Can Section 31a be used for a middle school that is not making AYP?
A-27	Yes, based on the legislative criteria, the district may allocate Section 31a funds to middle schools.
Q-28	We only have inventory purchases of equipment over \$5,000. Do we have to expand the inventory?
A-28	The \$5,000 amount refers to capital outlay when this is the cost for one item. Inventory must include all equipment purchased with federal funds. In particular and for our purposes, all equipment purchased with Title I funds must be inventoried and tagged. Detailed inventories must be maintained.
Q-29	When looking at "tagging" purchases, does that include all items (i.e., computers, supplemental books)?
A-29	Tagged purchases refer to equipment.
Q-30	Is there a base dollar amount for the equipment? Is there a "life span" for tracking/maintaining this equipment?
A-30	<p>Equipment is a category separate from supplies (one year shelf life) and materials (consumables, or texts with 2-5 year life span). There is not a specific dollar amount. The equipment inventory should list serial numbers and Title I tag numbers. It should also include the location for the equipment and the place that should allow for an annual check of the current condition of the equipment. For Title I, Part A, the federal auditors consider anything from a calculator to items over the \$5000 as equipment for the purposes of their review. The department has information on our website to help with further understanding of this topic.</p> <p>It is important to note that some of the changes in detail related to inventory are a result of increased requirements related to purchases under Title I, Part A. When an item is placed on the inventory tracking sheet, the warranty may be used to identify when the item may be removed from the list. When the item is obsolete, it may be removed and salvaged.</p> <p>Additional details on equipment inventory are available in EDGAR, June 23, 2005, Section 74.34.</p>
Q-31	We only have inventory purchases of equipment over \$5000.00. Do we have to expand the inventory?
A-31	Yes, for items purchased with Title I, Part A funds.